

PHILOSOPHICAL AND PEDAGOGICAL ASPECTS OF STUDENTS' INTELLECTUAL CULTURE DEVELOPMENT

ФИЛОСОФСКО-ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ РАЗВИТИЯ ИНТЕЛЛЕКТУАЛЬНОЙ КУЛЬТУРЫ СТУДЕНТОВ

Abstract: In this article nurture a future professional as a fully developed person as the ultimate goal of modern teaching in an educational institution was described. Education system depends on the social needs of specialists focused on socio-economic requirements and well-versed in a certain area, with skills, the intellectual abilities, culture they are constantly replenishing and perfecting their knowledge, basic approaches to the formation of students' intellectual culture.

Key words: future specialist, education, education system, axiology, intelligence, intellectual activity, intellectual culture.

Аннотация: В этой статье рассматривается, как воспитать будущего специалиста, -как полностью развитого человека. Это конечная цель современного обучения в образовательном учреждении, система образования в котором зависит от социальных потребностей будущего специалиста, ориентированного на социально-экономические требования и хорошо разбирающегося в определенной области, обладающего навыками, интеллектуальными способностями, культурой, они постоянно пополняющего и совершенствующего свои знания, основные подходы к формированию интеллектуальной культуры учащихся.

Ключевые слова: будущий специалист, образование, система образования, аксиология, интеллект, интеллектуальная деятельность, интеллектуальная культура.

1. Introduction

In the 21st century, world education has been recognized as a key factor in ensuring sustainable development and has been identified as an urgent task in the 2030 concept of international education to promote quality education and creative skills. This requires clarification of modern didactic parameters of the development of intellectual culture of students in the educational process, improvement of innovative technologies of formation of scientific outlook. In particular, there is a need for students to prioritize the creative components of intellectual culture development, to gain the skills to fully understand the scientific landscape of the world through innovative approaches.

Without understanding the essence, structure, and mechanisms of the intellectual culture, the essence of the intellectual culture of students cannot be understood. In this context, the issues related to the logical and psychological foundations of intellectual culture, structural elements, interrelations with other forms of intellectual processes, and the impact of continuous education on systematic analysis of the problems of the research topic were systematically analyzed by Russian philosophers. Among the scholars who studied this field were analyzed by G. Eyzenk, A. Bine, F. Galton, W. Shtern, L. Terstoun, J. Gilford, R. Sternberg, H. Gardner [2] and O.D.Shipunova [3], N.Yu.Popova [4], A. Zinovev [5], D. Mitrofanov [6], G. A. Vorontsov [7], V. P. Ivanova [8].

Although some scholars from Uzbekistan, such as O.Okuyulov [9], M. Kalandarova [10], V.I.Andrianova [11], have not done a separate study on intellectual culture, they have explored including some aspects of its content in research on artistic and philosophical problems. In order to improve the socio-pedagogical, anthropological and acmeological issues of intellectual development of students, U.Makhkamov [12], O.Musurmonova [13], D.Ruzieva [14], Sh.Sharipov [15], Sh.Shodmonova [16] carried on different researches.

Although scientific research has been conducted by scholars of various fields on the problem of developing the intellectual culture of university students, the socio-pedagogical aspects of the

development of students' intellectual culture in the context of modernization of the training system have not been studied.

2. Materials and methods

The research used comparative-critical study and analysis of problematic political, philosophical, sociological, psychological, and pedagogical literature.

3. Results and Discussion

Development of the intellectual culture of the future specialist is a problem both at the scientific and theoretical level, due to the high demand for well-trained intellectual workers in the field of production and other human activities. Modern society is capable of making independent and responsible decision-making in unusual situations, with a high intellectual and creative potential, capable of constantly developing skills, that is, active and initiative citizens, ready to develop and constantly overcome the limits of average opportunities. need people. It requires a purposeful work on the qualitative development of the intellect, which is reflected in the phenomenon of intellectual culture.

There are different philosophical and pedagogical approaches to the study of the problem of intellectual culture development, each of which helps to express different points of view. It is necessary to limit ourselves to general statements about some of them. Ideological association is studied as an involuntary subordination of images, as a process of association of associations (D. Gartley, J. Priestley, J. Mill and others are discovered) [17].

Representatives of the Wuerzburg school, O.Kulpe, N.Ax, and K.Marbe, who characterize the intellect as a function of intellectual operations, pay special attention to the study of thinking as a process [18].

In the philosophical and pedagogical views of the mid-twentieth century, the theory of cognitive activity approach to the intellectual theory (A. Newell, G. Simon, P. Lindsey, U. Naysen and others) was developed. Such an approach seeks to end the interdependent study of thinking, perception, memory, and attention [19].

Researcher U. Naysen describes how cognitive activity, which is an important component of the students' intellectual culture, is linked to the acquisition, organization and use of knowledge [20]. Indeed, this definition is important and can be supported. Creating diagnostic methods of mental development has made new meaning in studying the problem of intellectual culture of students. Diagnostic content is defined based on the general theory of mental development and its theoretical model. The first step in this area was the tests that developed the diagnosis of high intelligence by A.Bine. The options created by L.Termen have proved their viability.

Even in the socio-psychological literature published during the Soviet period, the development of the intellectual culture of students has a particular focus on learning. The researcher A.G.Ananov and his colleagues have done research in the field of intellectual thinking, D.B. Bogovlenskaya is an important component of the students' intellectual culture, and A.A.Brudny analyzes the qualitative aspects and functions of intellectual culture [21]. Researchers A.V.Brushlinsky, examining students' intellectual culture as a functional state of intellectual operations.

The problem of "artificial intelligence" was addressed by O. Tikhonov, A.V. Voyskunsky, A.Kadyrov, U.Kerimov and many others. The problems of intellectual development were also discussed in the works of L.S.Vygotsky, D.B. Elkonin, V.V.Davidov and others [22].

The cultural and historical approach of Russian psychologist L.S.Vygotsky to the formation of higher mental functions allows us to consider the intellectual culture of trout as a sociocultural phenomenon [23]. In this approach, the phenomenon of intellectual culture is a consequence of rational knowledge, control and assimilation of experiences.

The development of the students' intellectual culture occurs in the context of human development, social (scientific and technological) development, and it is specific. Of course, the emergence of new forms of intellectual culture does not mean disruption in its development, elimination of previous forms and rejection of cultural heritage. Each and every subsequent step embodies its originality, which has been proven by practice and life-test. Consequently, according to the Russian scholar B.S.Bibler, "the ancient way of thinking occurs in the form of culture" [24].

In antiquity, such forms of thinking as the aporia, the pendulum (the literal meaning: the art of midwifery) developed. In particular, Socrates's art in the field of human knowledge through additional artificial questions, such as dialogue and sophism, had a significant impact on the intellectual culture of the learners. Their common feature was to present problems and find solutions.

The Socrates' method of thinking still attracts educators. In Socrates' conversations, the mind is regarded as a divine force, and is regarded as a way of connecting human knowledge with divine truth. He believes that the knowledge of the truth, the true knowledge, is not shared by all but by some, whether wise or philosopher. But they also cannot know the truth. Human, "Socrates says," is not wise in all things, and therefore he who knows, is wise and wise in this field" [25].

The basis of the intellectual culture of students is a complex of worldly knowledge, the connection between them and the intellect acts in the form of a dialectical process: knowledge is, on the one hand, the result of cognitive activity, on the other, an integral part of the intellectual culture. "Any phenomenon in the acquisition of a particular knowledge", writes Professor S.L. Rubenstein, "is indeed an indispensable condition for thinking about new knowledge [26]. In the development of a simple system of knowledge, a person develops a logical coherent thinking, embodied in the subject logic of the acquisition of higher knowledge.

The intellectual culture of the student reflects the level of development of the future specialist and clearly articulates symbiosis of knowledge, independent thinking, identifying the most important areas of his work, as well as his desire to learn, acquire new knowledge, evaluate and regulate them, to achieve their specific goals.

In examining the student's intellectual culture, we first deal with the problem of the general conception and age characteristics of the individual, with no relation to the determinants of adolescence. Therefore, in developing the essence and structure of the intellectual culture of the students, we rely on the ideas of individual approach, the concept of human intellectual culture as a focus on achieving the power of the individual, and the concept of human capacity building.

4. Conclusions

The formation of the intellectual culture of the student requires the organization of well thought-out and purposeful activities in the higher education institution, which should pay attention to the following:

1. Based on the synergetic way of thinking and philosophical and anthropological approaches, the following functions of intellectual development of students have been defined: educational - full manifestation of natural and social events in the eyes of students; upbringing - the acquisition of attitudes, beliefs, beliefs, ethical qualities; Developing - stimulating thinking and directing students to creativity, inclination, learning about events and actions in interaction; organizational - the first place of belief in the practical activities of the person; prophecy - to visualize reality by relying on nature and society knowledge and regularities.

2. The development of students' intellectual culture consists of three components: intellectual, emotional and practical experience. Of these components, the intellectual and emotional component is of vital importance and requires the use of virtual world view and virtual reality in the context of education informatization.

3. Virtual worldview as a complex social phenomenon is an important factor of perspective development. Students' familiarity with scientific information through the Internet, using interactive software, requires that they acquire the skills of virtual worldview. The phenomenon of virtual reality is inextricably linked to the development of science and technology, and is an important factor in the development of the intellectual culture of students as a process of improving the quality of life, both now and in the future.

4. The educational process aimed at developing the intellectual culture of students has its own stages, which provide a didactic system for the formation of their scientific outlook based on the practical experience, theoretical knowledge and logical thinking. Each and every level of intellectual culture formed in students has its own distinctive features, which ensure the gradual development of the scientific worldview of students.

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